

## ROUNDING OUT HIS FRESHMAN YEAR

REFLECTING ON  
JONATHAN G. KUEHNLE'S  
FIRST YEAR  
AS PRINCIPAL,  
PAGES 4 AND 6



# Some Thoughts on Growing Up as a Journalist

NORA SPADONI EDITOR IN CHIEF

Over these past four years, I've learned how to call sources until they cave in and talk to me. I've learned how to decipher legal jargon and ask "hypothetical" questions about confidential police investigations. I've learned how to construct a journalistic narrative from scattered reporting. I've learned to do these things just as I've studied calculus, understood poetry and examined history.



When I was a freshman, a female student was raped at the high school. Former Print Editor-in-Chief Shane McKeon reported on the crime, even going so far as to attend the rapist's trial. I was a Journalism I kid, and so I was still allowed to be a student -- a civilian, as I remember Shane saying. I could hear

rumors and speculate about them with my friends. I didn't have to say, "I can't talk about it."

I've since discovered how hard Shane's, and every student journalist's job is. I discovered it while wading through the Ohio Revised Code's definition of sexual battery, while reporting on the arrest of one of my favorite teachers, or while interviewing girls who posted screenshots of racist texts to Twitter, dividing our high school just days after the presidential election. I discovered it while writing again and again that famous phrase, "Neither Superintendent Gregory C. Hutchings, Jr., nor Executive Director of Communications Scott Stephens were available . . ." I discovered it while crouching in a corner of my math classroom during a lockdown and downloading the Google Drive app so I could begin reporting on events that were unfolding around me.

My freshman year was also Hutchings' freshman year. We've become acclimated to this school together and weathered three principals with two dramatic transition periods between them. Except I'm getting off the ride while he goes around again.

Often, I didn't like contorting myself to fit these two identities. I'd rather leave people alone when disaster hits, not call them up and ask how they feel about it. But I also love the rush of hitting "publish" on a web story, or slyly watching people read The Shakerite in the halls. There's pride in providing information -- to the community and to the school -- that people rely on. There's pride in doing what people don't want you to do, going where they don't want you to go.

I can't quantify growing up, and this scares me. I've been living in the Twilight Zone between childhood and adulthood, desperate to leave but still tethered. And, I often can't use logic and reason to explain the terrible things that have happened while in the Twilight Zone, like the death of my former math teacher and arrest of the aforementioned history teacher. I, not-quite-an-adult, was shunted into adulthood anyway, thanks to The Shakerite. But I'm grateful for my two identities. They've left me with calm and maturity, inquisition and persistence. From the looks of things out there, I'm sure going to need them.

## Inside the Issue

3

Campus & City

Editor Ose Arheghan considers the effects of the Trump administration's **travel ban** on Shaker's tradition of foreign travel.

7

Opinion

Senior Joe Berusch comments on "**truthiness**" in Shaker and advises his peers to consult facts before leaping to conclusions.

13



4



12

Spotlight

Spotlight Editor Emily Boardman interviews three Shaker graduates now **sharing the stage** in a Broadway musical.

16

Raider Zone

Editor Alexa Jankowsky analyzes **locker room talk** in both the men and women's locker rooms, in Shaker and elsewhere.

14



13

Spotlight

Senior Gus Mahoney speaks to us about his foundation, which aims to **spread kindness** while combating breast cancer.

18

Raider Zone

Editor Alexa Jankowsky analyzes **locker room talk** in both the men and women's locker rooms, in Shaker and elsewhere.



# Traveling the World Under New Orders



Shaker students Jacob Connell, Seamus Scanlon, Thomas Lang and Jackson Lang traveled to China as a part of the high school's summer immersion program. The students stayed with host families whose children visited the U.S. the following academic year.

JEN HU-YAN//THE SHAKERITE

## Shaker's exchange programs are long standing and far reaching, but Trump's travel ban, views of the U.S. abroad are limiting experiences

OSE ARHEGHAN MULTIMEDIA EDITOR

Shaker's exchange programs continue despite limits imposed by U.S. immigration policy and concerns about protests in American cities.

The second version of the executive order outlining President Donald Trump's travel ban establishes a 90-day ban on entry for individuals from six predominantly Muslim countries: Syria, Iran, Libya, Somalia, Sudan and Yemen. This version of the ban exempts permanent U.S. residents and visa holders and cuts the number of immigrants from these countries annually allowed into the United States to 50,000 from 110,000.

Two Iranian asylum-seeking students from Shaker's sister school in Worthing, England, were denied travel to the United States and will not attend this year's Shaker-Worthing exchange.

According to Tori Bond, who coordinates Worthing's participation, a Slovakian student residing in Worthing traveled to Shaker for the exchange more than two years ago. This year, Bond said, the Iranian students had British travel documents yet were told by U.S. immigration authorities that they would not be admitted.

This denial occurred the same day that the Trump administration imposed the second, revised version of the initial ban, which a federal judge had deemed discriminatory

for singling out Muslims.

Shaker Heights High School currently has partnerships with high schools in Worthing, England; Hebei, China; Nara, Japan; Goslar, Germany; Rouen, France and Concepción, Chile. In light of the role the ban has played in the Shaker-Worthing Exchange, other Shaker exchange participants have expressed concerns about international travel and the school's overseas relationships.

"This ban limits the experience Shaker students have to travel and see the world as part of our many exchanges," said Dr. John Morris, who coordinates Shaker's Worthing Exchange program.

"Likewise, it limits our identity as global learners when a part of the world is cut off from us and us from it," he added. "I have also had students express anxiety over how they will be viewed by others outside of our country given these new restrictive policies. Will being a U.S. citizen become synonymous with close-mindedness and bias?"

Woodrow Cox, a British student who participated in the Shaker-Worthing exchange in 2014, said the ban reflects American arrogance.

"I believe it is rather pretentious to exclude minorities simply because Trump believes Americans are better than any other nationality, and it is discriminatory," he said.

This fear of negative international perception was echoed by students who have participated in Shaker's exchange programs.

"I think it's important to make it clear to our sister schools that we are not in support of this ban," senior Jessa Kaups, who par-

**"We continue to work closely with the professional travel organizations that help facilitate our overseas travel, exchange programs and sister school relationships . . . At the end of the day, our first priority is the safety of our staff and students, as well as the safety of students from other countries who plan to visit us."**

**DR. TERRI L. BREEDEN**

ticipated in last year's Worthing exchange said. "We, as kids and young adults, have a lot of responsibility to build relationships with people from different cultures and backgrounds."

"The trip opened my eyes to the American way of life," Cox said. "Being a part of another family for that short period of time and sharing experiences that I will remember for the rest of my life was very special."

In addition to the impact the travel ban has had on global exchange, Asian Studies teacher Molly Miles explained that Shaker's Japanese sister school expressed concern regarding American travel for other reasons.

"Initially the sister school was going to travel to Washington D.C., New York City and Los Angeles," Miles stated in an email interview. "They only ended up in Los Angeles because they were nervous about the aggressive protests and campaigning surrounding Trump. The target of the Trump tower in New York City, and his presence in Washington D.C. did not make the sister school feel confident their visit would be safe."

Shaker is trying to continue its international programs in spite of the ban. Morris explained that The Worthing Exchange would persist.

"The good news is that we will continue the Worthing Exchange trip this summer," he said. "We have enough travelers on both sides for the trip. Both school administrations were sympathetic to our situation and wanted the trip to continue. The unfortunate news is that our two Worthing Iranian asylum-seekers, Mohsen and Pedram, are still not allowed in the U.S."



# A Look at Kuehnle's Shaker, 1 Year Later



**Principal Jonathan Kuehnle** aims to improve communication in the high school. Among his efforts are weekly robocalls and regular Twitter updates. "As a principal, I help to set the tone, but we're all part of the same team. By creating a culture that you can't over-communicate, I think you're starting to see some teachers and staff who are doing a more thorough job interacting with parents," Kuehnle said.

LEAH MAREK/THE SHAKERITE

## Kuehnle's commitment to using data to improve instruction emerges in his approach to increasing math achievement

JULIA BARRAGATE CAMPUS AND CITY EDITOR  
EMET CELESTE-COHEN INVESTIGATIONS

At his principal candidate appearance March 7, 2016, Jonathan Kuehnle referred to himself as a "data nerd."

Asked to describe himself, Kuehnle said he is, "Very intelligent, deeply caring for the kids, involved, very knowledgeable of curriculum ... fixated on data."

In the first year of his principalship, Kuehnle has enacted some visible changes within the high school, but his most significant impact may reflect his passion for data.

Prior to becoming principal in Shaker Heights, Kuehnle was campus director of Springfield (OH) City Schools. When he arrived at Springfield, Kuehnle saw a lack of instructional coaches -- staff members who coach other staff members on best practices -- to be an issue. His solution? Data.

"I looked at our data from our OGTs and then I met with our department heads and our assistant principals," he said. "We realized that we needed to improve the professional practice of our teachers . . . That was best provided by the concept of an instructional coach," he said.

Kuehnle's first investigation of data as Shaker Heights High School's principal similarly piqued his interest. "A very general rule of thumb is that no more than 10 or 15 percent of a class should be getting a D or F," he said. "I noticed in math we have a problem."

There are currently 19 Algebra I classes

being taught at the high school. Kuehnle counted eight in which the D or F percentage exceeds 15 percent. All eight of these courses are core level. The high school offers three academic tracks: advanced, honors and core.

Among 12 geometry classes, three had D or F percentages higher than 15 percent. Those three were all core classes as well.

In Algebra II, 11 of 15 classes had D or F percentages exceeding 15 percent. Nine of them were core level.

Twenty-two of the 46 math classes Kuehnle looked at fell below his expectation. Ninety-two percent of those classes were core level.

Kuehnle met with members of the math department to discuss possible solutions. Collapsing class levels was discussed, though a decision was made after spring break to explore other solutions. To collapse class levels in the math department would entail merging the honors and core class levels of the same course.

"We didn't collapse the levels because we didn't want to take the big step without first making sure that we had tweaked what we already offer," Kuehnle said.

"If we could do a better job with the supports which already are in place, then perhaps we won't need to make any bigger adjustments. There's no need to cause a disruption if all you need to do is fix the little things that you already do," he said.

Gene Tournoux, head of the math department, explained, "There is no one best

**"We didn't collapse the levels because we didn't want to take the big step without first making sure that we had tweaked what we already offer."**

**JONATHAN KUEHNLE**

answer."

The solution agreed upon comprises five parts.

First, Kuehnle said, "We are working with [Mary Lynne] McGovern regarding the academic resource center and seeing if we can change the hours or in some other way making it more available for all our students."

"Number two," he continued, "we are going to be more mindful, more intentional about getting our students to conferences because that's another resource students can take advantage of."

"And number three is we are looking at how we might be able to use MAP and COMPASS testing that exists in grades 4-8 as an intervention to help struggling students and help students prepare for the end of course exam in Algebra."

The MAP and COMPASS tests are currently administered in Shaker schools at the beginning, middle and end of the year. "It's kind of like checking the oil on your car," Kuehnle explained. "You're pulling out the stick to see how you're doing and where you can make adjustments."

These checkpoints would identify students who needed more attention and would show the areas of Algebra or Geometry in which they need practice.

The fourth part of the solution involves optimizing tutoring. "We're going to be more mindful checking in with our tutors and making sure that we have students assigned to them who would most benefit by their service and their support," Kuehnle



said.

Finally, over last summer, AP U.S. History teachers implemented a “bridges” program to help encourage students who might have been stuck in a core level track enroll in APUSH. It was largely successful. According to Kuehnle, 23 of 25 students enrolled in the program remained in APUSH. Because of this, Kuehnle hopes to implement a similar program for math courses.

“I have asked Mr. Tournoux to work with teachers in the Individuals and Societies department to learn about the APUSH bridges program and build a math program based on that model,” he said.

Assistant Principal Ramsey Inman was also a part of this effort. “We’ve already identified about 40 students for the math bridges program this summer,” he said. Like the APUSH bridges program last year, he used referrals from teachers and counselors to identify minority students who could make the jump from a lower class track to an upper level math class.

He is optimistic. “Hopefully,” he said, “we will be able to bring programs like this to other subjects as well.”

“If it works out, we’ll keep doing it and maybe use it as a model for other departments and if it doesn’t work, then we’ll scrap it and try something else that is based on the data and the research,” Kuehnle said.

When not collecting and analyzing data this year, Kuehnle also made more visible reforms within the high school. Among these were his efforts to improve communication within the district.

In an interview conducted April 29, 2016, Kuehnle said that he recognizes the importance of effective communication. “Communication is extremely valuable, especially when you’re talking with our community and our school,” he said.

At the beginning of this school year Kuehnle and teachers collaboratively formed a list of “norms” which govern staff behavior and interactions.

“One of those norms is that you cannot over-communicate,” Kuehnle said.

“As a principal I help to set the tone, but we’re all part of the same team. By creating a culture that you can’t over-communicate, I think you’re starting to see some teachers and staff who are doing a more thorough job interacting with parents,” he added.

“One of the things that I started at Springfield that was well-received was a Sunday night phone call to the parents with an accompanying email.”

Kuehnle introduced a similar system at Shaker, giving families a weekly reminder of upcoming events.

Junior Charlotte Fusco said she appreciates these calls, in addition to Kuehnle’s Twitter account, which he updates regularly.

“I like the robocalls and the keeping of social media. It keeps everyone interacting and everyone knows what he’s doing and it keeps things open with students,” Fusco



ENNA VAN DEN AKKER/THE SHAKERITE

Kuehnle meets with the Student Leadership Team on a Tuesday morning. “We are working in support of the district’s strategic plan,” he said.

**“I’ve approached this year wanting to build relationships so that if we do want to make changes, we have that trust with each other to know that we’re doing the right thing.”**

**JONATHAN KUEHNLE**

said.

“He seems to be in tune with the community and with the students, he communicates regularly with the teacher’s association and he’s supportive of the [International Baccalaureate] program,” John Morris, English teacher and president of the Shaker Heights Teacher’s Association, said.

Kuehnle has also collaborated with administration to enact the district’s strategic plan, a five-year agreement reached by 44 parents, students and teachers in 2014 establishing “priorities in academics and student experience, continuous improvement, policy, human resources and facilities, communications and finance.”

At the beginning of the year, he established his Student Leadership Team, which comprises 26 students. Kuehnle explained that the team’s current focus is promoting excellence and equity, two words associated with the strategic plan.

“We are working in support of the district’s strategic plan. We have three groups of people -- students, staff and parents -- doing work along parallel tracks,” Kuehnle said.

“The purpose of the Student Leadership Team is to discuss possible measures to create a more inclusive and integrated high school and determine what it would take to implement such measures,” said senior and

member Joe Berusch.

SLT Member Tessa Shlonsky, a junior, said the team represents the student body, “so it is important that many students’ voices are heard through us.”

“Another major purpose it serves is to work toward integration within the high school and hopefully beyond,” she added. “With increased integration amongst the diversity, it will help build a stronger community.”

Kuehnle also hopes to increase technology use in accordance with the strategic plan. “One of the goals in the strategic plan centers around technology,” he said. “We are working on a plan both in the building and in cooperation with the district to gradually get more devices per student.”

Morris said he hopes to see “long term dedication towards improving the access to classroom computers, that we’ll see more [Computers on Wheels] units, that we’ll see dedicated COWs. Maybe we can re-examine our ‘bring your own device’ policy,” he said.

Kuehnle emphasized the importance of collaboration and building relationships before any changes are made.

“I learn more every day,” Kuehnle said. “I’ve approached this year wanting to build relationships so that if we do want to make changes, we have that trust with each other to know that we’re doing the right thing.”









GRACE LOUGHEED/THE SHAKERITE

Being a community leader in Shaker Heights is difficult, there's no doubt about it. Shaker residents actively critique their leaders, particularly when it comes to communication.

If there's one aspect of Jonathan Kuehnle's first year as principal of the high school that is notable, it is increased connection and communication.

Kuehnle has made an effort to effectively and consistently interact with students, parents and teachers in light of last year's communication disasters perpetrated by the administration, such as the cryptic P.A. announcement instructing teachers to check their email while anxious students mined social media for information about a threat of violence, and the robocall disaster that told every parent that his or her child had been suspended.

Kuehnle is often seen by students in the front hallways, greeting them excitedly, and in the stands during football, hockey and basketball games. Such visibility and interaction are minimal expectations for any principal.

Beyond that, his Twitter account, @ShakerPrincipal, has enabled another kind of visibility and means of connection. He retweets Shaker sports scores, features photos of students performing and offers information about testing. Once, when he inaccurately congratulated the hockey team on a victory, a team member tweeted back, "No we lost."

It is evident that Kuehnle has made an effort to connect with students through social media, which is students' most relied upon information source.

## How Much is Too Much?

Kuehnle has communicated often, but not always effectively

In terms of communicating with parents, Kuehnle's weekly robocalls, which ring every Sunday night, aim to provide regular updates to families.

However, there is a fine line between necessity and excess when it comes to communication with parents.

An October robocall informed parents that "One of the traits of the International Baccalaureate Learner Profile is 'Caring,' which means our students learn to show sensitivity toward the needs and feelings of others."

"At present, we have several students attending school who are attempting to navigate our halls while on crutches. Please remind your child to exhibit the trait of 'Caring' by showing common courtesy to their injured classmates, and providing a little extra space or assistance as needed."

Rather than interrupting Sunday night dinner to explain that students have knee injuries, which is always the case throughout a school year, Kuehnle

should compose robocalls that convey only necessary or pressing information, such as upcoming testing dates or a delayed start schedule. Overdoing the robocall scripts tempts parents to ignore the weekly instance of every phone in the house ringing at 7 p.m.

However, students' most frequent contact with Kuehnle came via P.A. announcements. In these, his tone, while personable, at times lacked the authority necessary to govern 1,800 high school students.

He often began serious announcements about rules, for example, with lighthearted efforts at humor, then shifted to a more serious voice to deliver the message. In a high school where persuading students that school policies are legitimate, enforced and non-negotiable, and where relentless P.A. announcements can fall on deaf ears, such shifts in a principal's tone are not advisable.

Aside from this, Kuehnle's initiatives and policy changes have been generally commendable. His efforts to use data to raise student achievement, his creation of the Student Leadership Team and his decision to use Breathalyzers at a school dance to ensure student safety are among these.

It is incredibly difficult to measure Kuehnle's performance as a principal while simply considering his first year. Still, he has shown his ability to increase communication and collaboration, and his efforts to interact with the community are appreciated.

Next year, we hope to see this communication continue, perhaps in a more concise and consistently professional manner.



# OPINIONS ARE NOT ARGUMENTS



MARIA MALDONADO/THE SHAKERITE

## Next time, consider using facts to support your assertions

JOE BERUSCH GUEST 'RITER

*"Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence."* -- John Adams

**Discussions, especially those as polarizing as political discussions, about important issues should not and must not be reduced to a back-and-forth exchange of beliefs.**

On Oct. 17, 2005, the comedian and satirist Stephen Colbert coined his own word: truthiness. Colbert defined truthiness as "the belief in what you feel to be true rather than what the facts will support." The word made a recent resurgence, as its meaning was very similar to Oxford Dictionaries' 2016 Word of the Year: post-truth. These two words characterize a growing trend in the United States, wherein greater attention is being paid to beliefs and feelings, and less attention to facts. This trend has grown throughout the past decade, on news shows, on social media, and in conversations, culminating

in an election filled with fake news and alternative facts.

But the effects of truthiness in America are not always as blatant as a senior White House adviser alleging a massacre at Bowling Green on national TV or the current president asserting that the former president ordered illegal "wiretapping" during the campaign. There are more subtle effects as well -- effects that we can see in our own conversations here in Shaker.

There are discussions I have been part of in classrooms, in SGORR, and in the community on complex issues such as affirmative action, educational inequalities, immigration, foreign trade, etc., etc.

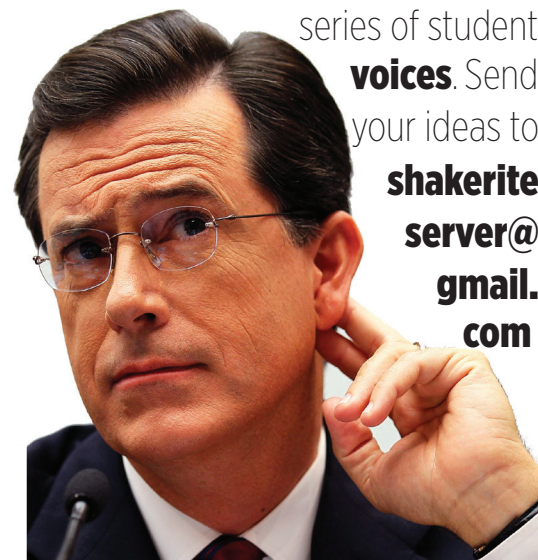
In all these discussions, I have been amazed at the remarkable lack of attention paid to fact -- true, objective fact -- when compared to the attention paid to what I or someone else believes to be true.

In a discussion about illegal immigration policy and crime, nobody thought to inform their argument by bringing up the recent study out of UC Irvine and the College of William and Mary showing that cit-

## Feeling truthy? We're listening.

The Shakerite invites **everyone** to write for us as part of an ongoing series of student **voices**. Send your ideas to

**shakerite  
server@  
gmail.  
com**



**Guest  
'Rite**





WIKICOMMONS

Both 2016 presidential candidates engaged in truthiness during their respective campaigns, yet each camp was quick to support their candidate.

ies with high levels of immigration actually experience reduced crime levels, contrary to assertions made by Steve Bannon, Attorney General Rick Sessions, and President Donald Trump.

Similarly, in a conversation about educational inequities in Shaker schools and how to fix them, nobody thought to inform the discussion by bringing up the recent report released by the LeBron James Family Foundation detailing statistics on their efforts to combat the racial disparities of measured success in Northeast Ohio schools.

Believe it or not, in a discussion I recently had around the lunch table about whether or not the freshman 15 (a phrase coined to denote the 15 pounds college freshmen are expected to gain during their first year of higher learning) is a true phenomenon, nobody thought to conduct a five-minute internet investigation, which would have uncovered a study showing that almost 1 in 4 students gain at least 5 percent of their body weight -- an average of 10 lbs. per person -- in their first semester; the average weight gain for all students in the study was 3.3 lbs.

There are facts out there to support or refute so many of our opinions. We may prefer to traffic in belief -- trading statements like "I feel that affirmative action is an effective solution" or "I think that illegal immigration is detrimental because it reduces job opportunities for hard-working American citizens" -- because it is more convenient to espouse our ingrained ideologies than to perform a simple search for credible studies that directly uphold or refute our claims. However, the facts to support or refute these opinions do exist and, as English novelist Aldous Huxley

wrote, "facts do not cease to exist because they are ignored."

Discussions, especially those as polarizing as political discussions, about important issues should not and must not be reduced to a back-and-forth exchange of beliefs.

Do not get me wrong; beliefs, feelings, and emotions are valuable. Every person has the right to hold any belief in this country, just as much as they have the right to congregate, speak freely, and worship openly. However, along with this right goes the understanding that a belief, feeling, or emotion cannot be proven incorrect. Arguments and opinions can be.

Let me give you some examples.

During the Republican National Convention, then-candidate Trump asserted in reference to the Obama administration that "this administration has failed America's inner cities... It's failed them on crime" and that "decades of progress made in bringing down crime are now being reversed by this administration's rollback of criminal enforcement." On a similar note, Newt Gingrich stated in a CNN interview just a day before candidate Trump's speech that "the majority of Americans do not think crime is down." In fact, crime is down. According to the most recent FBI statistics, crime across the nation is the lowest it has been in over a decade. Any person has the right to feel that their country is in danger and under attack, but any official who attempts to build policy based on the belief that the United States is actually more dangerous than it was 15 years ago holds no claim to legitimacy.

Similarly, and to demonstrate that the emergence of a post-truth society does not exist only on one side of the aisle, during

the primaries Hillary Clinton stated, "I am the only candidate who ran in either the Democratic or the Republican primary who said from the very beginning [that] I will not raise taxes on the middle class." This statement is, in fact, demonstrably false. After Clinton's statement, the Washington Post reported that 13 GOP candidates made the same promise previously in their campaigns. Any voter has the right to prefer Clinton over her Republican opponents, but any discussion about Democratic vs. Republican tax policies must begin with a true understanding of the political landscape, not a false belief about campaign promises.

For that reason, it becomes dangerous for our political discussions to revolve around belief without a basis in fact and logical argument simply because some opinions, some political arguments, are wrong -- unquestionably, indubitably wrong.

And any investigation into true fact will reveal as such.

The post-truth phenomenon has infiltrated every level of civil discourse -- from lunch table discussions about the freshman 15 to political arguments about health care and crime.

As a brief aside, I will not pretend that this infiltration exists uniformly -- some parties on the political spectrum and in the American news media have embraced the prioritizing of belief over fact much more readily than others. If you don't believe me, feel free to peruse the digital archives of Politifact.com, a nonpartisan fact-checking website.

Regardless, the phenomenon brings real consequences.

Even in my limited research experience as a high school student, I have seen how damaging a policy based on emotions and beliefs can be. But I don't need to reach deep into the history books to find examples of irrational policy that precipitated detrimental effects. We all watched as the current administration's immigration ban -- based on beliefs about radical Islam -- created confusion and commotion across U.S. airports, a policy which, even if put in place 17 years ago, would never have actually prevented any of the major terrorist attacks that catalyzed the executive order in the first place.

I cannot ask you, high school students, to reverse the post-truth trends constricting our nation's civil discourse nor to prevent the phenomenon from rearing its ugly head ever again.

What I can ask both you and myself to do is to look for the facts. Next time you find yourself at a lunch table discussion, whether on the American Health Care Act or what the five most popular sports in the world are, take a little time to search for the truth.

Regardless of what you are discussing, the facts are out there.

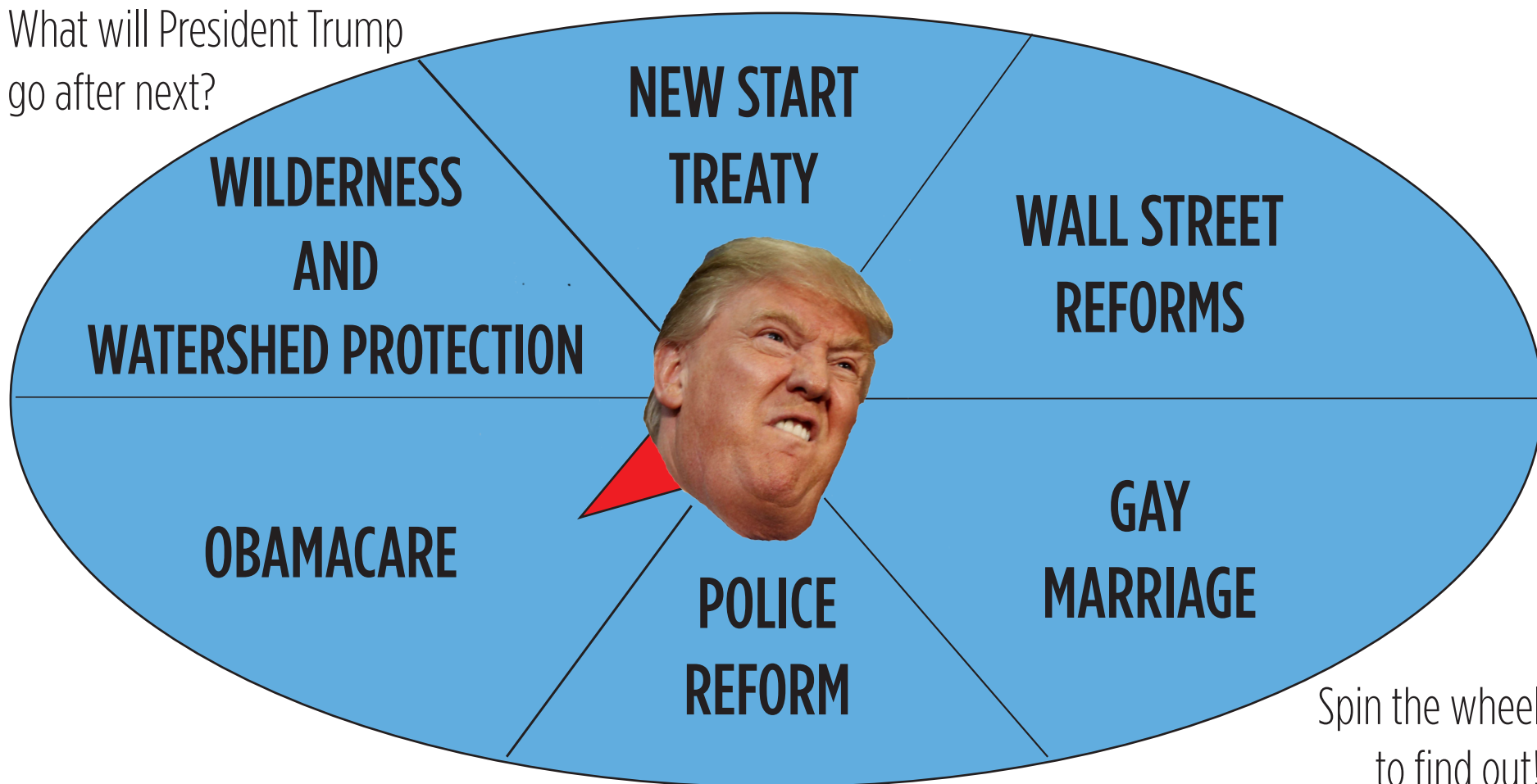
Go find them.

**I cannot ask you, high school students, to reverse the post-truth trends constricting our nation's civil discourse nor to prevent the phenomenon from rearing its ugly head ever again. What I can ask both you and myself to do is to look for the facts.**



# An Exclusive Look Into Trump's Mancave

What will President Trump go after next?



Spin the wheel to find out!

HANNAH KORNBLOT/THE SHAKERITE

## Trump guides “real” media through underground den

EMILY MONTENEGRO OPINION EDITOR  
HANNAH KORNBLOT OPINION EDITOR

President Donald J. Trump took reporters from the few media outlets he trusts on an exclusive, never-before-experienced tour through Donnie’s Den, his official man cave and unofficial office 20 feet beneath the White House tennis courts.

“Look at the tunnels, I mean, just beautiful, right?” Trump asked as he led us through dimly lit corridor after corridor. “Some very good hombres did a bueno job building this bunker for me. Tremendous!”

He then led us to a giant golden vault door with an eye scanner mounted 10 feet above the ground. House Speaker Paul Ryan hoisted Trump onto his shoulders so the president could reach the scanner, and the door swung open.

First to catch our eyes was a giant carnival wheel fastened to the solid gold wall across from the door. “My Choosey Wheel,” Trump told us proudly. “I spin it to decide what failing Obama policy I want to destroy.” Trump turned to grin in Vice President Mike Pence’s direction. “Fingers crossed for gay marriage next!”

“I’ve personally never been here before,”

## Are these headlines real or from The Onion?

1. Trump Administration Refusing To Disclose Names Of White House Diamond Elite Members
  2. Trump Says He Will Hold Rally While Skipping Correspondents’ Dinner
  3. Sean Spicer Given Own Press Secretary To Answer Media’s Questions About His Controversial Statements
- 1, Onion; 2, New York Times; 3, Onion*

said Kellyanne Conway, counselor to the president. “I once tried to brief Trump about healthcare reform before a press conference, but the ‘no girls allowed’ rule is strictly enforced. President Trump takes the law very seriously.”

Trump showed us a Russian roulette table in the corner. Each of the table’s sections depicted a different American minority. “I throw the ball and whatever it lands on is the group of people I insult for the day!” He frowned. “This one isn’t so fun. It always lands on black people or women or whatever. Rigged. Sad!”

When asked about the vintage telephone booth in the corner, Trump happily explained, “I got that one as a gift from Russia. I can’t sleep without my nightly bedtime story, and nobody tells those like Vlad...alania. Melania. Great, great woman. Nobody loves that woman like I do!”

Trump keeps a colorful U.S. map hanging on the wall as a symbol of his love for his wife. “She’s... here,” he told us, pointing to New York, “and I’m here,” he said, pointing in the general direction of Washington, D.C. “It looks so close on the map! Makes me feel closer to her and Barron. Plus, it helps me learn the state capitals.”

President Trump has had a

busy April. At his Mar-a-lago resort, which he calls his “vacation bunker,” Trump met with Chinese President Xi Jinping. The same day, without congressional approval, Trump launched 59 missiles at Syria in retaliation for President Bashar al-Assad’s gas attack on Syrian civilians. When the subject was brought up during his Donnie Den tour, Trump was caught off guard.

“I was not expecting to be asked about that, but yes, I do remember that day. I had the best chocolate cake I have ever had. Actually, there’s some in the mini fridge. Cake, anybody?”

When Trump isn’t in Mar-a-lago, he’s 20 feet underground, plotting his next steps.

“This is where the true magic happens, people. Tweets, decision-making, arts-and-crafts... I even have the DVR set to record

Celebrity Apprentice. What else does a president need?”

His joke earned an uneasy ripple of laughter throughout his audience, which quieted as his smile disappeared.

“No, really. I have absolutely no idea what I’m doing.”



WIKICOMMONS



# THE MODERN RED SCARE

## Periods, pads and tampons invoke age-old stigma

Astrid Braun, Investigations Editor

The girl shifted in her seat, adjusting her shorts. Anxiously anticipating the worst, she reached for her phone. It was September--she knew that much--but when her screen displayed the date, she felt a sinking feeling. Her period had come two days early, just as she had dreaded. Opening one of the group chats on her phone, she sent the text: Does anybody have a tampon? After five minutes passed with no answer, she gave up.

Hoping that her teacher would be lenient, Gabrielle raised her hand. "May I go to the nurse?" She was prepared to give an excuse--her stomach hurt, or she had a headache.

Luckily, she was given a pass without question, but as she walked down the hallway she resisted the urge to hide from those she passed. Though she assured herself that no one would notice, or care, she couldn't help but feel the opposite. It was hard to miss a dark red spot on someone's pants.

She opened the door to the nurse's office, surreptitiously grabbed a tampon and headed to the restroom. As she entered the stall, she felt herself able to breath again. Safe.

With females comprising more than half of Shaker Heights High School's population, occurrences like this are not uncommon. For those who get their period, blood and tissue is discharged from their uterus for about seven days each month.

"Sometimes I don't have supplies and I don't want to have to go down to the nurse's office, and I'm just worried thinking about it," freshman Lora Clarke said. "Is it going to bleed through my pants? What's going to happen?"

According to the American Congress of Obstetricians and Gynecologists, the average female in a developed country first gets her period between age 12 and 13. In the Shaker Heights City School District, males and fe-

males learn about their health in fifth, seventh and tenth grade, and although each year covers slightly different topics than the year prior, periods are touched upon.

"We basically say, hey no big deal, this is part of life," middle school health teacher Beth Casey said.

Kendra Agee-Barney, the high school health teacher, agreed. "I always tell the students that it's important to know the way things are supposed to be, so that you know when something is wrong," she said.

Though students are split by gender in fifth grade, their high school health classes are coed. Changes made two years ago to middle school curriculum reinstated coed health classes, and students now learn the curriculum over the course of a quarter.

However, said Agee-Barney, most kids at the high school do not take her health class. Instead, they follow the online curriculum supplied by Brigham Young University. Online health does not cover menstruation, and it follows the university's abstinence-only guidelines; students at BYU sign an honor code foregoing extramarital sex.

The lack of in-class instruction is visible in her classes, said Agee-Barney. "I would say that the boys are less educated, but the level of understanding is pretty low across the board. There are many girls who have periods who don't understand why."

English teacher James Casale sees the lack of education as well. "I think in terms of students' maturity, their understanding of sex and sexuality is severely hampered," he said.

Casale believes, however, that schools have improved education on menstruation. While he took health in the classroom at his high school, he said the subject was rarely discussed. "In terms of its impact on me, I would say at times it made one reticent of the female body," he said. "I ended up learning about it



STUDIOSTOKS

from my sisters, and then through college and female friends."

Freshman Caitlyn Shelley experiences the reticence firsthand. "Guys feel like they're not supposed to ask about it," she said. "Some guys try to ask, 'What does it feel like?' but it's not something you can really describe."

Senior Dylan Freeman said he knew little about periods when he was younger. "I think just the whole idea of bleeding throws people who don't experience that off," he said, "but when you actually take the time to think about what's going on--how is it girls' fault that they have to go through all that? It's a natural thing."

While Casey agrees that the messy nature of menstruation contributes to such hesitation, she also sees something more. "It's just something that was perpetuated generation

after generation," she said. "The media kind of helped with the stigma, but it also kind of perpetuated it--making jokes about it, in movies and stuff like that."

While TV shows, movies and books may talk about menstruation, bringing it into the spotlight, the media can also portray periods in a negative light, hindering any efforts to make it a more prominent topic of conversation.

"There's still a stigma, because people don't want to talk about it," said Agee-Barney. "Boys still don't want to hear about it. You still hear the same jokes."

In Casale's experience, conversation is the catalyst for change. "I think it was forcing myself into those situations where I knew I was going to be uncomfortable and acknowledging that I was uncomfortable," he said. "The

more you talk about something, the more you demystify it--the more it becomes something approachable."

Casey believes that education is key, and while she believes Shaker has a good curriculum, she also encourages a knowledge base at home. "If it's talked about at home, they're definitely more comfortable," she said.

As for the classroom, Casale thinks that teachers have an opportunity to prompt discussion. "There's always opportunity in the classroom to talk about the body," he said. "We see it in literature, and definitely in science classrooms."

Overall, said history teacher Bryan Elsaesser, "There are still girls who think that there's something wrong, or they're embarrassed by it, and that's not something you should be embarrassed by."

# My Body is Not Your Excuse

Imagine waking up one morning, eating breakfast, getting dressed -- and then, pausing for a moment. You're almost always prepared for your period, and with a little mental math you figure you have about a week or so. You decide not to take the time out of your morning schedule to throw some tampons in your backpack. But there's that voice in the back of your head saying, "You know, you may want to bring some. Just in case." But of course, you suppress the subconscious reminder and go to school -- and then, in the middle of class, you realize: you messed up.



Hannah Kornblunt  
Opinion Editor

Everyone with a menstrual cycle knows this struggle.

Of course, most teenage boys don't take this subject seriously. Giggles, sneers and condescending looks tend to arise if you ask the teacher to leave the class and someone catches you sliding a tampon up your sleeve, because God forbid you hold it in your hand during the walk from your classroom to the restroom for all to see.

Yes, it sucks. Having a period sucks. However, this stigma makes the reality of it 1,000 times worse.

It's time we end this stigma. I understand that the subject can be uncomfortable for those who don't menstruate. But, imagine you're a person who does. Now, imagine that people don't take it seriously, that they constantly crack jokes -- that is the reality of it.

One day, in class, a boy asked to borrow a pencil and immediately reached for my pencil case. I quickly took it back from him, as I appreciate someone asking for my permission before touching my things. Stunned, he looked at me and asked, "What, do you have tampons in there or something? Are you on

your period? Gross!"

For the record, I wasn't on my period, and the boy had no reason to think so, as it was scientifically impossible for him (or anyone) to make this judgement. Why should my justifiable defense of privacy be blamed on my "time of the month"? Yes, menstruation makes me more hormonal than usual, but it does not make my thoughts or feelings any less valid than they would be had I not been stuck in this vicious cycle.

My younger brother, at age 14, once made a joke about me being on my period. I had gotten into a fight with him over something small, as siblings do. However, this time, he accused me of fighting because I may have been menstruating.

I know he's a young boy, but that does not excuse his lack of understanding and education regarding the health and lives of the women around him. He immediately attributed my mood and actions to my period, rather than accepting his role in affecting them.

Health education is extremely important. It's more than just learning about safe sex--it's about learning how to respect other people's bodies and their natural functions. Periods may sound gross and weird to young minds, especially those of which are male, but they are a fact of life.

On behalf of all those who face this struggle each and every month and those who are tired of trying to tuck their tampons up their sleeves as fast as they can after sneaking them out of their backpacks, this stigma must end.

The male population must no longer ignore their own responsibility to educate themselves on the basic facts of a menstrual cycle, and they must certainly stop blaming a woman's biology instead of themselves when their words and actions provoke response they don't like.

## The Classic Female Horror Story



The wrong place...



The wrong time...



And no one there to help.



# Sunday in the Park with Shaker



**Shaker graduates** Michael McElroy, Andrew Kober and Max Chernin at the opening night of "Sunday in the Park with George," which ran for 10 weeks on Broadway. All three participated in Shaker Theatre productions, including New Stages and Shakespeare's "Twelfth Night."

MICHAEL MCELROY//FACEBOOK

## From 15911 Aldersyde Drive to 44th Street in New York City

EMILY BOARDMAN SPOTLIGHT EDITOR

**F**rom sharing a high school stage to sharing a dressing room, three Shaker alumni are making it big on Broadway.

The former SHHS students are appearing in the Broadway production of "Sunday in the Park with George," which began its run Feb. 23 at the Hudson Theater. Andrew Kober ('02), Max Chernin ('08) and Michael McElroy ('85), all studied in and performed with the SHHS Theatre Department.

"I would like to get these odds. We have long list -- every year since 1991 there's been somebody from [Shaker theater] in a Broadway show, sometimes a couple in a year--but never before three in one show," Playwriting Program Director Christine McBurney said.

"Sunday in the Park with George" is a musical featuring songs written by Stephen Sondheim. The show, inspired by the George Seurat painting "A Sunday Afternoon on the Island of La Grande Jatte," follows the story of George and his lover, Dot, as George tries to complete his painting, while every choice he makes affects future generations. Chernin and McElroy are both members of the ensemble and Kober is a swing, meaning he has several parts memorized and can step into any one at a moment's notice.

Prior to New Stages 35, the three alumni, wearing Shaker gear in their shared dress-

ing room, filmed a good-luck video for the New Stages cast and shared it with McBurney.

Despite their busy schedules, Kober, Chernin and McElroy always try to visit their roots at the theatre department and offer students any advice they need.

"Every time [McElroy] is on a national tour and he comes through Cleveland, we'll take the students to Playhouse Square, and after an exhausting two hours of singing and dancing, he'll spend another two hours talking to us," McBurney said.

Students get the chance to ask about performing arts colleges, the audition process and advice on nearly every aspect of theater. "I had the opportunity to come back and speak with some students several years back, which was truly gratifying," Kober said.

Both McElroy and Kober graduated before McBurney began teaching at Shaker. The first show that McBurney directed at Shaker, Shakespeare's "Twelfth Night," featured Chernin as Sir Toby Belch.

Kober graduated from Carnegie Mellon University with a Bachelor of Fine Arts in acting before moving to New York City. He has appeared on Broadway in a featured role in the 2009 revival of "Hair," as well as ensemble roles in "Les Miserables" and "She Loves Me."

"Shaker gave me a jumpstart on training that actors don't usually get until college. I felt prepared, grounded and really ready to collaborate, which I think is unique to Shaker," Chernin said.

Chernin attended the University of Cin-

**"Every time [McElroy] is on a national tour and he comes through Cleveland, we'll take the students to Playhouse Square, and after an exhausting two hours of singing and dancing, he'll spend another two hours talking to us."**

**CHRISTINE MCBURNEY**

cinnati's College Conservatory of Music and graduated with a BFA in musical theatre. He also appeared on Broadway in the cast of "Bright Star," where he performed in the ensemble and as an understudy. While a freshman at Shaker, Chernin listened to a talk given at the school by fellow castmember McElroy.

As a student, Chernin wasn't very invested in science or math, he said. He spent much of the day in theater-related classes, which taught him about the diverse opportunities within theater.

"It's incredibly important for students to see that you can pursue a career in the theater," Chernin said. During fall of the 2016-17 school year, Chernin returned to Shaker to give a talk to the freshman class. He said he felt that everything had come full circle.

In addition to starring on Broadway, McElroy teaches at the New York University Tisch School of the Arts and founded Broadway Inspirational Voices (BIV), a gospel-choir group featuring Broadway performers. He graduated from Carnegie Mellon with a BFA in Drama and in 2005, received a Grammy nomination for arranging a holiday CD with BIV. While at Shaker, McElroy appeared in the first production of New Stages.

"It shows them that if you want something, what's stopping you from getting it?" McBurney said.

McElroy said, "It's rare to find a school today that places such a huge focus on the arts, but also the community that supports it as well. The theatre program was an enigma."

# Moving From Malignancy to Benevolence



BALD BENEVOLENCE//FACEBOOK

Senior Mimi Ricanati, sophomore Kevin LaMonica and senior Gus Mahoney wear Bald Benevolence T-shirts on a recent service trip to Cambodia.

## Gus Mahoney raises awareness through his mother's legacy

MAGGIE SPIELMAN LIFESTYLE EDITOR

Gus Mahoney's mom, Martha, had had enough of people's rude comments.

That day in the airport one year ago, she was wearing a wig to hide the hair loss she was experiencing because of chemotherapy.

"It was a bad day," said Gus, "and they were just being so rude to her."

So, she did something about it.

"She goes into the bathroom, takes her wig off, and she's bald," Gus said.

"And then, people treat her like a queen."

Martha Mahoney died from metastatic breast cancer Feb. 12. But not before she founded Bald Benevolence, a foundation that raises money for breast cancer research, to encourage people to treat others with the same kindness they would a bald woman. "Everyone has something that's wrong -- their piece of baggage that they're carrying -- but not everyone's baggage is as visual and obvious as having a bald head," Gus said.

Gus's mother was diagnosed with breast cancer eight years ago, the last three of which she battled metastatic breast cancer, which spread beyond her breasts to her other organs. Since she passed, her son Gus, a senior, has inherited her role as head of the

Bald Benevolence Foundation.

According to the Bald Benevolence Facebook page, their cause is described as "a kindness movement, challenging people to extend extra compassion to everyone you meet."

Bald Benevolence directs its efforts to a different charity every two to three months. Each charity, however, funds metastatic breast cancer research.

METAVivor was the first charity for which Bald Benevolence raised money. "I really like METAVivor because all donations go toward research and resources for metastatic breast cancer," said Gus, who explained that his family was fortunate to have financial resources throughout his mother's illness. "But a lot of people don't. That's the true horror of our time; the idea that not everyone has the resources to pay for something that they can't control."

"Basically, metastatic breast cancer is a death sentence," Gus said. According to METAVivor, all breast cancer deaths result from metastasis, and almost all people whose breast cancer has metastasized will die from it. Yet, only 2 percent of breast cancer donations go to metastatic breast cancer research.

Until June 1, donations to Bald Benevolence will benefit Twisted Pink, a non-profit foundation that supports and funds metastatic breast cancer research.

Despite fundraising playing a central role in the Bald Benevolence movement, Gus

stresses the greater purpose of the foundation. "The whole point of Bald Benevolence is really to show how one person's light can affect a whole world, and how we really dwell on the idea of our own ego and negativity," Gus said. "But everyone around us has some sort of baggage on their back."

Gus explained his mother's hopes for their foundation. "She was like, 'I want Bald Benevolence to happen. This is something that I'm really passionate about,'" he said.

He also said that his mother invested herself into not only her family, but also the community. "At her funeral, I think we had something like 1,400 people come," Gus said. "She affected so many people that she knew. She was literally the most radiant, kind, beautiful human being I've ever had the opportunity to know."

Senior Mimi Ricanati, Gus's close friend, finds his dedication to the foundation amazing. "He has many ideas for different projects and arenas the organization can lead into, and he's done an amazing job at staying true to Martha's vision," she said.

Over the next couple of years, Gus will organize various events to raise money and awareness for Bald Benevolence, including two benefit concerts in May. The first concert is on May 24 at Nighttown and the second will be held on June 10. More information can be found on the Bald Benevolence website. Gus plans to bring more events to wherever he attends college.

Donations to Bald Benevolence can be made through the website [baldbenevolence.itemorder.com](http://baldbenevolence.itemorder.com), and for donations of \$25 or more, donors will receive a Bald Benevolence T-shirt.

Ricanati noted the loving energy in the Mahoney family. "Observing the Mahoney family and seeing their special bond has been hugely inspiring, and their values are ones that I do my best to incorporate into my own life," she said.

Gus provided suggestions for contributing to the foundation without donating money. "Start by listening to each other," he said.

"The moment you listen to those around you is the moment your eyes begin to open. My friends know that sometimes I'll literally just send texts and be like, 'Hey! I love you,'" Gus said. "Don't wait until something bad happens to tell someone that you love them."

Gus noted that people's tendency to care only about a cause after a tragedy occurs was visible through Bald Benevolence.

"I'm really thankful for all the donations to Bald Benevolence, but our donations obviously spiked after my mom died. People now want to donate," he said.

"You have to actively make the effort to be kinder than necessary," Gus said. "And in the end, the only thing that'll matter will be the love that you receive."

**"Everyone has something that's wrong -- their piece of baggage that they're carrying -- but not everyone's baggage is as visual and obvious as having a bald head."**

**GUS MAHONEY**



# Bringing a National Presence to Shaker



Members of the high school's chapter of the NAACP engage in discussion in Room 157. "Through the [NAACP's] Race and Culture Committee, we'll be doing different discussions and different activities, maybe even field trips, based around bringing racial and cultural awareness," said Siraj Lee, senior and NAACP leader.

DAVID PEAKE

## Students create NAACP chapter to promote and discuss racial equality

ROWAN GINGERICH SPOTLIGHT EDITOR

Shaker students have a new way to stay woke.

Twenty-eight students comprise the high school's new chapter of the National Association for the Advancement of Colored People, which began meeting this year.

According to the NAACP website, the group strives to "ensure the political, educational, social and economic equality of minority group citizens of the United States and eliminate race prejudice. The NAACP seeks to remove all barriers of racial discrimination through the democratic processes."

Among the 60 founding members, seven were African American and the others white.

"The organization has a rich history, and we're not remaking the national organization, we're just bringing a unit of that organization to the high school," NAACP adviser David Peake said.

"The NAACP, to me, is a group that works on promotion of race and culture, as well as promoting achievement," said senior, Siraj Lee, the Race and Culture Committee chairperson. "Not only for people of color, but for everyone."

"It means equality of all of the races and helping our people advance in education, economics, and with jobs and careers," said NAACP secretary Gabby Holt, a sophomore.

Senior Sophia Ramsay is the only white

member in the club. "I feel kind of disappointed," she said. "In a case of racism, especially in a school like Shaker, we do pride ourselves on diversity, and everyone claims to be woke, but yet you see no one really wants to help. So, being one of the only ones there -- it's disheartening."

Woke, derived from the word awake, is a mainstream term from the African American Vernacular English dialect meaning a person is socially aware of a topic.

This is the NAACP's first year as an extracurricular at the high school, "We started discussion for the NAACP this fall," Peake said. "We still have yet to turn in our official charter. We have gone to the local NAACP meeting to tell them about our group. At the state level, they are extremely excited to have Shaker Heights High School hosting an NAACP Youth Committee."

Peake explained the structural requirements of bringing a unit of the organization to the high school, "You have to have at least 25 members and you have to have an executive board comprises eight positions to submit a charter," Peake said. The positions include a president, three vice presidents, a secretary, an assistant secretary, a treasurer and an assistant treasurer. "We're still establishing the protocols and how we're going to operate this national organization within the high school."

Junior Ose Arheghan, who is chapter president, and Lee first presented the idea to create the club and expressed their hopes for inclusivity to Peake. "They came to me with desires to start a group here," Peake said. "It was designed to serve our minority population, but they wanted it to be an in-

**"The NAACP, to me, is a group that works on promotion of race and culture, as well as promoting achievement. Not only for people of color, but for everyone."**

SIRAJ LEE

clusive group. A group that wasn't just comprises minority students but a group that was comprises students that wanted to help the cause."

Lee was a part of the Student Group On Race Relations his freshman and sophomore years. "I didn't feel that was the best for me to make the type of change that I wanted," he said. "I think here at this school, although it's very diverse and we see different people of different ethnic backgrounds and cultures all day long, we live in a facade of diversity because of how polarized the cafeterias are ... I wanted to start my own club that would work more on giving representation to students of color and promote cultural awareness and something that was also going to be inclusive for everyone."

NAACP member Morghan Jones, a sophomore, likes the inclusivity of the group. "It's nice that you don't have to be chosen to be in it," she said.

The NAACP comprises four committees, including Arts and Entertainment, Race and Culture, Communications, and Youth Empowerment. "Once a student joins the group, they join one of the four committees," Peake said. "Each committee does different things to promote an improved climate here at the high school and to hopefully raise achievement."

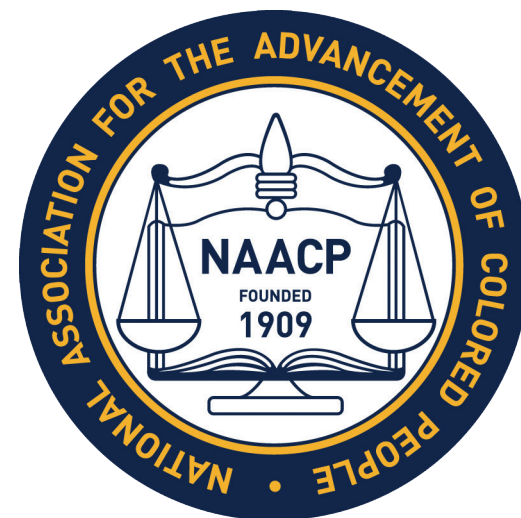
"Through the Race and Culture Committee, we'll be doing different discussions and different activities, maybe even field trips, based around bringing racial and cultural awareness," Lee said. "It's about understanding each other and how we can grow in that way."

Holt heard about the club on the an-



## A Brief History of the NAACP

Formed on Feb. 12, 1909 in response to lynching and following a 1908 race riot in Illinois, the NAACP established a national office in New York City. It is the oldest and largest civil rights organization in U.S. history. The 60 founding members included author and activist W. E. B. Du Bois and suffragist and journalist Ida B. Wells-Barnett. Seven were African American and the rest were white. By 1913, the NAACP had grown, creating offices in cities across the country, including Boston, Washington, D.C. and Detroit.



nouncements. "It just seemed interesting and like something that I should be a part of because it's important," she said.

Ramsay got involved in the club through Principal Jonathan Kuehnle. "I was talking about doing stuff in the high school with the Black Lives Matter movement, and he sent me to Mr. Peake's office," she said.

As adviser, Peake oversees student activities in the club. "It's not my role to plan events," he said. "It's my role simply to advise and help students carry out the work of the NAACP."

NAACP meetings take place after school on the first and third Wednesday of each month in Room 157. "Those are general body meetings where everyone that is a member comes," Peake said. "Aside from that, committees will meet as they choose. Each committee has a chairperson who talks with their committee members to decide when they're going to meet. At our general body meeting, each committee can report what they are working on."

Currently, Shaker's NAACP chapter has 28 members.

"One of our goals is to increase student membership this year to 40 students," Peake said. "We're setting some short-term, manageable goals because right now we're just trying to establish the group." In order to become a member, students must pay a \$10 fee.

According to Peake, any student can participate in NAACP activities. "It's not about being a member; it's about getting things done," he said. "We're doing a photo series, and you'll see students featured that aren't members. You don't have to have membership to contribute to the cause."

Holt's job as secretary is to take notes during meetings. In addition to that, Holt is also taking photos for the Arts and Entertainment Committee's historical photo se-

ries. The series includes students and teachers recreating famous photos of historic figures. "I'm almost done," she said. "I took one of Mr. Peake and a Malcolm X one."

To Lee, the representation of minority students is an important part of the NAACP. "I really like the fact that I'm able to give minority students more representation through this club," Lee said. "And I think it's a safe space for people to learn and become educated about themselves and people around them."

In the first months of the chapter's existence at the high school, the community, including parents in the Parent Teacher Organization, Kuehnle and Superintendent Gregory Hutchings, have shown support. "The PTO has been amazing. Just in talking about the NAACP, several of them gave me money out of their pocket," Peake said. "I'm one person and I'm a busy person so I can't do it all. You need help, and people have been really helpful."

Prior to this year, Peake had not participated in the NAACP. "This is a historic group," he said. "I want to rejuvenate the organization and bring a younger community into the NAACP."

Lee has enjoyed his experiences in the NAACP thus far.

"I love it," he said. "I'm very thankful that I was able to make this change in my last year here."

"I really like it," Ramsay said. "I haven't been able to get as involved as I want to, especially because it's a really fresh organization in the high school . . . once we get our grip, I think that we can go really far."

Holt's favorite part about Shaker's NAACP are the field trips. "We went to go see a film," she said. "It was about Nat Turner and the slave rebellion. It was really good."

"I like the meetings," Jones said. "We

**"I'm just trying to reach out to everyone else, especially white people, to get people to start helping."**

**SOPHIA RAMSAY**

talk about what we could do to help people of color."

In the future, Peake hopes "that the NAACP makes the Shaker Heights community better," he said.

"I just hope we start conversations," Ramsay said. "I hope that we inspire people. I hope we hold a lot of events and we start to get a lot of funding, not just for the sake of money, but for the sake of showing that people care."

"I hope, in years to come, that there might not even be a necessity for SGORR or the NAACP anymore," Lee said. "I hope that it helps to promote and fix what I believe is broken."

Peake believes younger generations have the power to bring change. "If we look historically at large movements, it's typically young people that carry out the movements," Peake said. "I really think that high school students have a voice."

Ramsay wants to get more white students involved in the club. "I'm just trying to reach out to everyone else, especially white people, to get people to start helping," she said. "For me specifically, I'm also involved in the Police Awareness and Student Safety Committee. I want to bring those together because, especially with the Black Lives Matter movement, it's so important to reduce the tension between people of color and the police."

"The NAACP, to me, is a way that we can all move forward together," Ramsay said. "I think it's about equality but it's also about realizing how much of a gap there is between people of color and white people and having everyone come together."

"It was the NAACP that pushed for the diversity we enjoy today," Peake said. "We want to honor that and continue the work they have done because I think that diversity is something that we love here in Shaker."



# What's Said Here Stays Here

Some athletes cried foul when Donald Trump insisted his boasts about groping women were only 'locker room talk,' but was his claim out of bounds?

ALEXA JANKOWSKY RAIDER ZONE EDITOR

Is the talk really that toxic?

The term "locker room talk" flooded news headlines after Donald Trump, then a presidential candidate, appeared on a 2005 recording in which he condoned sexual assault and later labeled the conversation locker room talk.

"I feel like 'locker room talk' brings to mind the most lewd conversations about women and sex, as well as guys just goofing off and giving each other crap about less meaningful subjects," junior soccer player Jacob Connell said.

"What's said in the locker room stays there, so [athletes] say a lot of stuff, particularly stuff we don't want anyone else to hear or to be repeated," sophomore lacrosse player Carter Belk said.

In the tape, Trump can be heard talking to radio and TV host Billy Bush. He boasts that he starts kissing women without soliciting their consent, and that "when you're a star, they let you do it. You can do anything." Trump goes on to say that doing "anything" includes grabbing women's genitals -- again, without consent.

After the incident, Trump apologized, claiming he was embarrassed by the comments, but brushed off the conversation as "only locker room talk."

Trump's comment associated the locker room -- and therefore athletes -- with acceptance of sexual assault and objectification of women and insinuated that as long as derogatory, even criminal, talk happens in a locker room, it is acceptable.

Trump's statements are just one example of incidents that link male athletes to speaking disrespectfully about women that have come to light recently.

In the past year at Harvard University, both the men's cross-country and soccer teams were involved in scandals after publishing sexist comments about female athletes at the school. The men's soccer team's season was cut short after the university discovered the team had been creating spreadsheets in which they ranked female athletes based on attractiveness and sex positions. Later that month, the men's cross-country team came



KAY PETROVIC/THE SHAKERITE

In Shaker's men's locker rooms, soccer player Jacob Connell said conversations are at times about women but more often "meaningless stuff."

forward and confessed to creating similar spreadsheets.

Following Harvard's scandal, a slew of other colleges including Columbia University, Amherst College, Princeton University and Washington University in St. Louis followed suit and suspended teams for offensive comments made by athletes.

Sophomore hockey player Keenan O'Toole said that college athletes' egos are to blame. "It comes to show that athletes think that they're superior to the rest of people at their school. I went on a college tour, and the Big 10 colleges tend to separate the athletes from the rest of the students, and [the school] almost feeds this idea that the athletes are better than everyone, and this can impact how they

treat women."

In a study conducted by the Andrew W. Mellon Foundation, William G. Bowen and Sarah A. Levin, a former researcher for the foundation, found that male athletes have at least four times greater chance of admission to colleges -- a possible reason for inflated self image -- and that athletes are isolated socially and academically from their peers.

As student-athletes tend to interact mostly with other student-athletes, they feel a need to fit in. Pressure to conform can even lead student-athletes to purposefully underperform academically. In order to fit into the perceived social norm for athletes -- that athletes do not care about academics -- athletes will take easier courses and spend less



time on academics, a study written by Daniel Oppenheimer and Sara Etchison, professors at University of California at Los Angeles and Joshua Levine of Princeton University found.

Athletes' willingness to abandon academic success in order to uphold stereotypes about athletes sheds light on another reason vulgar locker room talk persists: In order to conform to another stereotype about athletes -- that athletes engage in offensive locker room talk -- athletes may abandon their personal views on sexist comments and follow along with their teammates.

"Even if [athletes] feel strongly about it, they wouldn't want to try [speaking up] to see what happens. They don't want to take that risk," O'Toole said. "If, say, the captain said, 'No, we're not saying that, none of that vulgar stuff.' It would be totally different."

Though locker room scandals like the ones at Harvard are virtually unheard of among female athletes, junior field hockey player Felecia Hamilton said lewd locker room talk cannot be attributed only to men.

"I think women are capable of doing the same thing but I believe it is more associated with men's teams," Hamilton said. "I think it has to do with our society and how we almost expect these kinds of scandals to come from men's teams."

"It's more common with boys, but girls definitely do it, too," said junior softball player Molly Amolsch.

"With my teammates, it's mostly been gossip, secrets and trash talk about other teams before games. Nothing too vulgar. Obviously I don't know first hand [about men's locker rooms] but the stereotype is that it is often more vulgar and sometimes

**"Every locker room is different, and the types of conversations that go on depend greatly on the type of leaders on those teams."**

JACOB CONNELL

even degrading talk of women, but I'm sure they have their fair share of gossip and trash talk, too," Amolsch added.

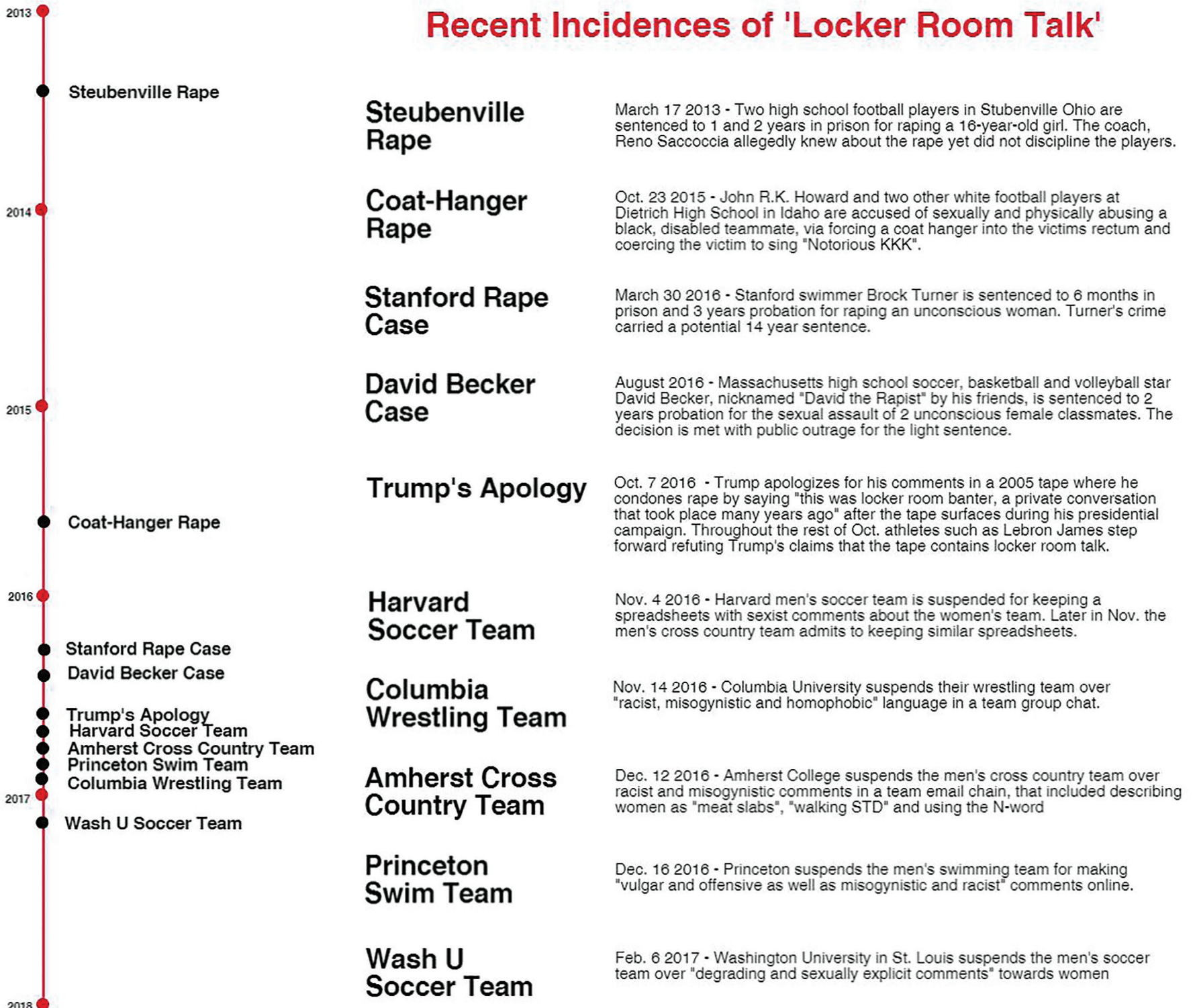
Trump's comments on the tape stirred sportswriters and athletes such as Lebron James to share their experiences of the locker room -- contradicting Trump's portrait of locker room talk.

"We don't disrespect women in any shape or fashion in our locker rooms. That never comes up," James told Sports Illustrated.

"Every locker room is different, and the types of conversations that go on depend greatly on the type of leaders on those teams," Connell said.

"I also think it's important to understand that not all conversations are about women. Most of the conversations aren't. They're about TV, the last party, school, shoes -- meaningless stuff."

## Recent Incidences of 'Locker Room Talk'









# From JV to Varsity: How Important is That Letter?

Varsity sports win popularity, but playing a sport you love for JV wins the lifelong race

As a high school athlete, my goal has always been to play varsity. When I was 10 years old, I frequently attended the high school hockey games. To me, those athletes were like gods.

I was stunned by their speed. They shot harder than I ever thought I'd be able to. They skated faster than I ever thought I'd be able to. Simply, they were cool.

When I saw their talent and skill, I dreamed of how exciting it would be to make the varsity team. Back then, I knew I wouldn't care how much I played or how important I was to the team. I just wanted to experience



Don Benincasa  
Raider Zone Editor

the feeling of skating onto the ice while my peers filled the stands alongside youth hockey players and other members of the community.

Even then, I knew that JV hockey didn't achieve nearly the same popularity. I knew that the atmosphere surrounding a varsity game and a JV game were nothing alike.

While my first varsity hockey home opener had a sold-out student section, most seats remained vacant at my junior varsity hockey games. I grew accustomed to seeing only parents and relatives at these JV games.

My junior varsity teammates and I didn't rank highly among our peers. I was rarely asked how my JV team performed. Instead, I was asked about the best players on varsity and how their team was doing.

For me and many other high school athletes, hearing our coaches tell us that they are going to place us on the JV team for the year crushes us and destroys the prospect of playing games in front of large crowds.

As athletes, our competitive nature makes it difficult to hear that we aren't good enough for a spot on the varsity team.

Throughout the preseason, we compete with peers and analyze our chances for those limited varsity positions.

These months of hard work and dedication lead up to a coach's decision, and it hurts to know we've failed when we didn't achieve our goal of playing on varsity.

Everyone faces rejection. In music, you might make second chair, not first. In theater, you might make the chorus, not the lead. In college admissions, you might be denied by the school you've always wanted to attend.

As devastating as those rejections are,



CAROLINE WALSH//THE SHAKERITE

failing to make varsity is especially so because sports play an outsize role in the culture of a high school.

Sporting events are the most popular school-sponsored events, despite athletics having nothing to do with academics.

Academics are the reason high schools exist, but football games on Friday nights (at schools lucky enough to have them), packed gymnasiums for basketball, pep rallies and field hockey state titles are just as much a staple of the school as its classrooms and curriculum -- and they are far more public.

When you don't make the top team, people know. It hurts the side of you that houses athletic swagger, chest-pounding, fist-pumping and ego. I've heard Shaker students ask if certain people play JV or varsity and when the answer is JV, they snicker and laugh.

Teenagers don't want to be laughed at. It's tough for kids to see you as "the kid who plays JV." It can hurt your ego and self-confidence.

Varsity athletes believe their teams' popularity is justified.

"Since the varsity team competes for state titles, it's natural that varsity receives more attention than JV," said sophomore

**"I'm not sure why kids believe playing JV is a punishment. I disagree with this and promote players to play JV."**

JARVIS GIBSON

Grace Kerns, who plays varsity lacrosse.

Junior Allison Stewart, who plays varsity soccer, said varsity sports are always going to attract more attention than JV sports. "The varsity team is a stronger team, so the games are generally more fun to watch," she said.

Junior Ethan Adams, who plays varsity soccer, said that varsity sports end up being better entertainment because varsity teams are more skilled, "so, understandably, that causes more support."

But that shouldn't make it OK to ridicule JV athletes. The term JV is associated with mediocrity, underperformance and an obvious step below varsity. It is a derogatory label, yet it isn't a bad thing to play JV.

Varsity football coach Jarvis Gibson said the purpose of JV sports is for athletes to develop their skills and prepare for the demands of varsity.

"I'm not sure why kids believe playing JV is a punishment. I disagree with this and promote players to play JV," Gibson said.

Men's lacrosse coach Jason Griffith agreed that playing JV sports benefits athletes.

"It gives them additional time to develop the necessary athletic and fundamental





**The exciting atmosphere** of varsity events like the hockey home opener seen here might make varsity sports more appealing, but it doesn't prevent JV sports from being fun. Yet, some Shaker athletes wouldn't play their sport if they knew they would never make varsity.

NORTHEAST OHIO SPORTS INSIDERS

skills to be successful at the varsity level," he said.

According to the National Federation of High School State Associations, the junior varsity level is meant to prepare athletes for varsity.

It isn't meant to provide all athletes with an opportunity to play the sport they love.

But participation in high school sports shouldn't depend on the notoriety of the team. It should be about the enjoyment of the sport and the formation of new connections and friendships.

It is disheartening to hear that athletes will trade this true purpose of their sport for the superficial appeal of a spot on varsity. Senior football player Jakee Frazier said he wouldn't want to remain on JV for his entire high school career.

"Varsity is what you strive for when it comes to high school sports. If I already knew I would never make varsity, I would find another sport," Frazier said.

Junior baseball player Michael Scott agrees that if he knew he'd never play varsity, he would not play all four years.

"What's the point of playing if I'm not good enough to continue on to the next level?" he said.

If you quit a sport because you realized you'd never make varsity, you might have just been going after a varsity label, where you can gain popularity and show off a

varsity jacket.

If athletes quit a sport just because they knew they'd never make varsity, then they weren't playing that sport for the right reason. High school sports are meant for gaining friendships, being a part of a team and enjoying competition.

High school athletics shouldn't just be about making varsity.

Some Shaker athletes said they wouldn't quit their sport even if they knew they'd never make varsity.

Senior varsity baseball and hockey player Nick Forbes said that in the hypothetical situation that he played JV throughout his entire high school career, he would still compete. "Even if it's JV, sports are still fun," he said.

"I would most likely still have played even if I knew I wouldn't make varsity. Even though it would have been tough, it would have still been worth the experience bonding with the [JV] team," said Yule, who made the varsity hockey team senior year.

When we high school athletes move on, the labels JV or varsity won't mean anything. We will simply remember playing the sport we loved.

So, while we are in high school, we shouldn't be so hung up on who made varsity and who didn't.

It doesn't matter as much as dramatic

**"Varsity is what you strive for when it comes to high school sports. If I already knew I would never make varsity, I would find another sport."**

**JAKEE FRAZIER**

teenagers want to believe. The world isn't going to end if we never make varsity. We won't be bitter for never making the top team once we head off to college. We won't be angry over never making "V squad" once our own children are growing up, playing youth sports and, eventually, high school athletics.

Success in your high school athletic career doesn't matter in the grand scope of life.

According to cbsnews.com, 3.1 percent of senior high school basketball players end up playing on college teams.

So, even if an athlete makes varsity at some point, chances are he won't participate in NCAA basketball.

Once we grow up, we will miss the feeling of playing the sport above all else.

We might miss wearing a varsity jacket or playing in front of large home crowds.

As our bodies start to deteriorate and we have families of our own, all of us will miss playing our respective sports.

Some of us don't even care about making varsity.

"I would have definitely played if I knew I would never make varsity, simply because I have played soccer for my whole life so it's an important part of my life," Stewart said. "I don't think it would be worth giving it up simply because I wasn't on the varsity team."



# A MODEST PROPOSAL FOR ANGRY LEFTIES

JORDAN PAZOL GUEST 'RITER

**N**oble warriors of UC Berkeley, come, stamp out free speech, for it will only lead us to the dark side. Come with your righteous knives and mace canisters, wielded by your mighty 95-pound warriors of social justice! Liberate us from our cis white male oppressors, who will convince us to gas the Jews with their evil tactic of open dialogue. Conceal yourselves in black so the man can't get you! Punish all wrongthink, for we cannot have dissenters within our unshakeable ranks! Fascism is bad! Trump is a fascist! Anyone who supports Trump is a fascist! Anyone who disagrees with us is a fascist! And fascists deserve death!

So come, wave your flags of anarcho-communism! Sell Antifa flags for \$24, Antifa bandannas for \$8.50, and a 3D embroidered Antifa beanie for \$12 (shipping not included), because revolution is expensive, and your trust fund can only go so far!

Attack, attack and attack again, dragging out individual opponents of our undeniable truth and ganging up on them, beating them until they are unconscious, and then continue to beat them! When meeting true resistance, do not stand your ground, for that is the way of the man. Scatter to the wind, anonymous and free from consequences!

Go on! Show those fascists that their ideology is wrong because you have the bigger stick!

Shut down anyone you disagree with;

## Satire

they don't have a right to speak! Cause property damage if you must (or just if you feel like it), because you won't have to pay to fix it, and smashing things is fun!

You brave defenders keeping us safe from fascist criminals looking to cause us harm, throw your fireworks of justice into crowds of people!

But what is a fascist? Whatever you need it to be! Is someone a white supremacist neo-Nazi? Fascist! Is someone advocating for free speech? Fascist! Is someone suggesting that you try talking instead of violence? Fascist! Lump them all together into one large group of lecherous heathens, and beat the fascist out of them! We will win with violence! Once our skeptics see our show of force, with us in lockstep wielding rifles and bombs, they will be converted and see the truth of our revolution!

Listen to your professors who assault others with bike locks, for they are certainly rational people! No need to think for yourself when your omniscient teachers

## U.S. Berkeley Cancels Milo Yiannopoulos Speech, and Donald Trump Tweets Outrage

By THOMAS FULLER and CHRISTOPHER MELE FEB. 1, 2017



### U.S. & POLITICS Protests Force Speech Cancellation

Protests at the University of California, Berkeley, forced the cancellation of a speech by the right-wing writer Milo Yiannopoulos on Wednesday. He responded with his own video posted to YouTube later that night, saying that the left had become antithetical to free speech. President Trump also weighed in with a tweet. By ELSA BUTLER on February 2, 2017. Photo by Elijah Nouvelage/Getty Images. Watch in Times Video »

BERKELEY, Calif. — A speech by the divisive right-wing writer Milo Yiannopoulos at the University of California, Berkeley, was canceled on Wednesday night after demonstrators set fires and threw objects at

do all the thinking for you! They won't misguide you, and they would never dream of indoctrinating their students into their ideological cult! Besides, you're too smart to be indoctrinated, unlike those dumb fascists.

Is one of your comrades beginning to doubt? Send her to re-education!

Are the police trying to shut you down? They must be fascists, too! Everyone knows that rules and laws don't apply to you when you're bashing the fash; the police should know, too!

Now remember, don't feel bad when bashing fascists. They may look like normal people, they may even try to talk with you like normal people, but they are all sadistic, hateful Nazis. They may say that protesting is their constitutional right, and that would be true if they weren't fascists, but they are, so they get no rights.

Ignore the accusations of domestic terrorism! Those are just words, and words are ineffective and take effort! Besides, opposing fascists is always self-defense! Even if you start it! This is very important to remember when the alt-right scum calls you thugs for starting street brawls.

Come, revel in your success, and drink some Kool-Aid after a long day of bashing the fash.

## HEARD IN THE HALLS

"My ego is so big I feel like I'm becoming Donald Trump."

April 3, 2:05 p.m.

"Do you have that one stall . . . like you always go to it and you feel like it's yours? Yeah, same."

Feb. 14, 3:02 p.m.

"I haven't parked legally all year."

April 19, 11:43 a.m.

## TWO TRUTHS AND AN ALTERNATIVE FACT



1. A flock of crows is known as a murder.



2. Lightning never strikes the same place twice.



3. In North Carolina, it's illegal for a game of bingo to last more than five hours.

1)True. Maybe that's why people are so scared? 2) False. This is an idiom for unfortunate events, but lightning can strike the same place twice. 3)True.

## THE SHAKERITE

MAY TBD, 2016  
Volume 87 // Issue 4

Nora Spadoni\* • Editor in Chief • Grace Lougheed\* • Print Managing Editor • Zachary Nosanchuk\* • Media Managing Editor • Lily Roth\* • Web Managing Editor • Julia Barragante • Campus and City Editor • Emet Celeste-Cohen Astrid Braun • Investigations Editors • Elena Weingart • Investigations Reporter • Emily Montenegro\* Hannah Kornblut\* • Opinion Editors • Izzy Markey Lauren Smith • Columnists • Emily Boardman Rowan Gingerich • Spotlight Editors • Phillip Kalafatis • OPS Editor • Emilie Evans Maggie Spielman • Lifestyle Editors • Alexa Jankowsky • Don Benincasa • Raider Zone Editors • Ana Yaskinsky • Enterprise Reporter • Andrew Mohar • Copy Chief • Sarah Grube Anabel McGuan • Assistant Copy Editors • Ose Arheghan • Multimedia Editor • Joshua Price • Photo Editor • Dan Falokun • Director of Technology • Audie Lorenzo • Chief Business Manager • Greyson Turner • Advertising Manager •

Christopher Min • Business Manager • Abigail Herbst Isiah Gatheright • Photo Illustrators • Madi Hart Trevor Brighton Malik Joseph Enna van den Akker Brynn Williams Mimi Ricanati Maggie Dant Leah Marek Kristi Seman • Staff Photographers • Connor Henning Sarah Moran Caroline Walsh Wendy Ye Maria Moldenado • Illustration Specialists • Natalie Sekicky • Adviser • \*Denotes editorial board member • The Shakerite reserves the right to reject or edit any letter to the editor. Disclaimer: Opinions expressed in The Shakerite articles are those of their respective authors, and do not represent the views of The Shakerite, Shaker Heights High School or the Shaker Heights City School District. The "Rite Idea" presents the views of the editorial board; however, it may not reflect the opinion of the entire Shakerite staff. The Shakerite is a public forum published for and by students of Shaker Heights High School. Read The Shakerite online at shakerite.com. Readers may reach The Shakerite at (216) 295-6210 or by emailing shakerite@shaker.org. The Shakerite is a member of the National Scholastic Press Association and the Columbia Scholastic Press Association.





